

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

1	Elementary schools (includes K-8)
1	Middle/Junior high schools
1	High schools
	K-12 schools
3	TOTAL

2. District Per Pupil Expenditure: 10122

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 4 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K			0	7			0
1			0	8			0
2			0	9	51	31	82
3			0	10	41	31	72
4			0	11	43	42	85
5			0	12	43	41	84
TOTAL STUDENTS IN THE APPLYING SCHOOL							323

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
 % Asian
1 % Black or African American
1 % Hispanic or Latino
 % Native Hawaiian or Other Pacific Islander
97 % White
 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 5 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	16
(4)	Total number of students in the school as of October 1.	330
(5)	Total transferred students in row (3) divided by total students in row (4).	0.048
(6)	Amount in row (5) multiplied by 100.	4.848

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 11 %

Total number students who qualify: 34

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %

Total Number of Students Served: 40

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>1</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>6</u>	<u>1</u>
Support staff	<u>4</u>	<u>1</u>
Total number	<u>40</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 15 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	95%	96%	96%	93%
Daily teacher attendance	97%	97%	98%	96%	97%
Teacher turnover rate	0%	1%	1%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Our student attendance rate dropped below the 95% figure in 04/05. There is no explanation for the rate other than student illness peaked during that time. Our dropout rate has been less than 1% during the years accounted for in this application. We have very little teacher turnover.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	78	
Enrolled in a 4-year college or university	48	%
Enrolled in a community college	41	%
Enrolled in vocational training	1	%
Found employment	5	%
Military service	5	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Tri-Valley High School is a rural school located in central Illinois composed of approximately 330 high school students in grades 9-12. The school serves students from three local communities and is located in Downs, Illinois. Our school mission is based on our “Viking Value” system that was created collectively by students, parents, and faculty. The “Viking Values” of Respect, Innovation, Dedication, and Opportunity have served to guide our programming and shared decision making. We work tirelessly to recognize students and teachers who demonstrate these values, in order to increase opportunities for and improve performance by our students. The nomination of our school for this award is another indicator that our collective vision and value system has served our school and community well.

Over the last five years, our teachers have worked to revamp our curriculum in each of our content areas. As a consequence, we have seen our students excel in the classroom while noticing an increased sense of school pride throughout our building. Our school improvement goals of improving curriculum, maintaining a positive environment, and integrating technology have aligned our professional development efforts during this time. We feel that our strengths lie in our willingness to make collectively supported changes while providing flexibility for students to maximize their educational experience. As a small school with limited resources, we are very proud of the opportunities that our students are provided. We currently offer a full curriculum featuring honors courses in English and Math. We offer advanced placement courses in Math, Science, and English. Our students have the opportunity to earn community college credit through partnerships with local community colleges. Our students have foreign language and vocational opportunities as well as a school-to-work program available. Our students also participate in a freshmen mentoring program, guided study halls, Response to Intervention programs, and test prep rotations outside of our protected academic time. We are extremely proud of all that we have been able to provide as a small rural school. Over 85% of our students move on to college after graduation. Due to our flexibility and the opportunities we provide, it is not uncommon for our students to graduate from Tri-Valley High School having earned several hours of college credit.

Our collective efforts have led to several awards and recognitions over the last few years. Locally, our test scores have moved Tri-Valley High School to the top in the area in Math, English, and Science when compared to other schools in central Illinois. We earned the Illinois Academic Improvement Award for substantial academic improvement in the areas of Math and Reading in 2008. In addition, we have been named a top 50 high school in Illinois by the Chicago Sun-Times for consecutive years. As one of only 18 schools in a nine state Midwest Region, Tri-Valley High School recently earned the Red Quill Award for our outstanding ACT test scores. We now are honored to have earned a nomination to become a National Blue Ribbon school. We will continue to provide innovative opportunities for the students of Tri-Valley High School. We strive to create a culture that promotes dedication to our efforts, while demanding respect for the education and atmosphere we collectively work to attain.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Tri-Valley High School possessed a strong academic reputation well before the introduction of No Child Left Behind (NCLB) legislation. The data over the past five years reveals a strong upward trend that reflects our high expectations for students and their desire to achieve at a high level of academic performance.

During the initial implementation of NCLB, Tri-Valley scored well in comparison to other schools throughout the state of Illinois. However, improvement was necessary to stay ahead of the threshold established by NCLB. The administration and staff made a commitment to redesign and align the curriculum with Illinois Learning Standards and implement a reform effort that not only facilitated the current success for students, but established a foundation for academic achievement that would stand strong over time.

In the content area of math, scores had been stagnant, hovering around 60% meets and exceeds on the Prairie State Achievement Exam (PSAE). Then between the 2005-2006 and 2006-2007 academic years, math scores jumped an impressive seven points. Scores continued their upward trend, climbing an amazing seventeen points over three years to 76% meets and exceeds in 2008-2009. This is a reflection of the commitment made by the math department to align curriculum with learner outcomes while meeting the requirements of NCLB.

On the ACT, math scores have remained strong, and also saw an increase as a result of renewed curriculum and instruction efforts. An increase of 1.4 points was observed from the 2006-2007 academic year to 2008-2009. This score establishes Tri-Valley as a leader in its geographic area for achievement on standardized tests.

Reading and Language Arts is an area where Tri-Valley has excelled. Scores on the PSAE were well over sixty percent meets and exceeds at the inception of the PSAE. Tri-Valley achieved an almost ten point increase in Reading and Language Arts, raising the number of students meeting or exceeding the benchmarks set forth by NCLB from 67% in 2005-2006 to 76% in 2008-2009.

The ACT saw an even more dramatic improvement. Reading and Language Arts scores were 20.5 in April, 2005. On the most recent ACT Exam given in April of 2009, Tri-Valley students averaged 23.9 in Reading and Language Arts. A gain of 3.4 points was achieved over a five year period, again establishing the school as the leader in the area.

Tri-Valley High School has implemented numerous programs in an effort to pioneer school reform that facilitates sustained success for its students. Although Tri-Valley High School is a smaller school with no subgroups, meeting the individual needs of students through differentiated instruction is a top priority. Keeping students at the forefront of the decision-making process and creating a positive and safe learning environment within the school have enabled students to focus on academic success and achieve at levels not seen before at Tri-Valley. Continued efforts in improving curriculum and instruction as well as assessment will facilitate future gains on standardized tests that reflect the high standards and quality of education provided to the students of Tri-Valley High School.

2. **Using Assessment Results:**

The administration, teachers, and guidance department do an excellent job of working together to evaluate student performance from the time they enter high school until the students reach their graduation day at Tri-Valley High School. We track each student through academic performance and test assessment from

kindergarten into high school to give us accurate data for evaluating student needs. After we evaluate each individual student, as a high school we work together to decide what we need to do to give the students the needed instruction to provide them the opportunity to be successful. Through collaboration, experience, and evaluation of assessment results, we have been able to make necessary changes in our curriculum, set up a home room period to provide students opportunities for extra practice, and identify students who require academic interventions. We have worked hard to create innovative experiences in the classroom through a team-teaching approach, while also providing one-on-one help outside of the classroom from certified staff and peer tutors. We have created an atmosphere in our high school where students are held accountable for their success in a supported environment. Our students respect the education they are working to attain and realize that they are cared for as individuals by the community and staff that serve them.

3. Communicating Assessment Results:

Tri-Valley High School has created a culture that expects success. As a school, we have fostered a competitive atmosphere by sharing assessment results with students and challenging them to perform better than the class before them. We treat every student as though they are capable of meeting and exceeding state standards for performance in every curricular area. We believe that every Tri-Valley student deserves a rigorous curriculum with high expectations for performance. Our community, staff, and students believe that Tri-Valley High School should always be a top school in Illinois through our test results. We hold an annual assembly to publicize our test results and to compare our results to schools around us, with the expectation that Tri-Valley will be at the top of the list. As our expectations for success have grown, so have our achievements. Our students have taken pride in earning recognitions such as being named one of the Chicago Sun-Times top 50 schools in Illinois for the last two years. Each year we set new goals with our students based on the previous year's test scores. The students then have incentives built in by the school to help motivate them to reach their goals as individuals and as a class. The students have input in creating their own goals and incentives each year. In addition to sharing assessment results with the students, we create articles in our monthly newsletter that share the results with the community of the Tri-Valley School District, and we send out a yearly School Report Card with the test results. In the past couple of years, we have also been fortunate to get a large amount of press coverage in local newspapers and media because of our results. This has impacted our students and community greatly by creating a sense of pride and enthusiasm for Tri-Valley High School.

4. Sharing Success:

Our value system is anchored in the idea that success must be celebrated and shared. It is the duty of all schools to openly share any and all ideas that can help students succeed. Tri-Valley High School has welcomed several teachers and administrators from other districts to visit our building to learn about our programming and vision. We have also sent several teachers to other schools to share strategies, programs, and curriculum. In addition, we have presented many of our ideas at conferences and teacher in-services by request. Our teachers have shared personal and departmental success with teachers from other districts. Our building leadership has spoken to thousands of students and teachers from other districts to help spread the ideas and values that have been successful at Tri-Valley High School. Our district leadership has enabled our building to be innovative, and to take calculated risks to help students achieve. District administration has also encouraged our building to share our work whenever possible. In the event that we should be honored with the distinction of a Blue Ribbon School designation, we will make a commitment to share all of our ideas with anyone who can help transform educational programming for the betterment of our nation's students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

English: The English curriculum offers core, and Advanced Placement Honors classes. Some of the core classes are co-taught to help with modifications for special education and low performing students. We eliminated our fundamental level classes in English to raise the bar for all of our students. Instruction includes reading, writing, and speaking skills with the use of SmartBoards, projectors, and computers in the classroom. We are also working to expand our curriculum and instruction to encompass online literacies.

Math: Our math curriculum offers core courses in the areas of Algebra, Geometry, Statistics, Pre-Calculus and Advanced Placement Calculus. Each course utilizes SmartBoard technology and peer-to-peer interaction through teacher-led activities and instruction. Several courses provide application-based activities to cultivate a deeper understanding of math concepts. Examples include the use of racecar tracks created by Geometry students, statistical analysis projects by Stats students, and several instances of student collaboration in analyzing complex mathematical problems.

Social Studies: Tri-Valley offers classes in the Social Studies department that exceed the state graduation requirements. U.S. History, Government, World History and Geography are all required for graduation. In addition, Psychology and Sociology are offered as electives. Instruction includes primary source materials, teacher-led discussions, debates, research projects, presentations, lecture, and other activities.

Science: Tri-Valley offers eight science courses in the core disciplines. All students take Biology and Chemistry, with some sections co-taught with a special education teacher for students needing additional support. To earn the minimum third science credit required for graduation, students choose from Earth & Space Science, Human Anatomy & Physiology, Biological Science and Applications in Agriculture, Physics, and Advanced Placement courses in Biology and Chemistry (with the addition of AP Physics expected next year). Courses have been aligned with state and Advanced Placement standards and instruction is generally student-centered, emphasizing hands-on labs, inquiry experiments, and applications to real-life scenarios. Technology is utilized in instruction whenever possible, including SmartBoard presentations, data collection and analysis using electronic probes and software, molecular visualization software, and simulations of ideal and real-world phenomena.

Art: Tri-Valley Art provides a well-balanced program which follows the state guidelines. Students work with a variety of media while learning about the tools, processes, vocabulary, and culture of art. Whether the student seeks art as a career or to be an educated consumer of the arts, each student works both in 2-D and 3-D. Art 1 and 2 students create artworks and study a survey of art history and architecture. Technical Applications and Advanced students create portfolios, participate in-depth into architectural drawing, painting, printmaking, sculpture, graphic arts, and humanities-based studies. Desktop Publishing produces the Yearbook which teaches photography and computer skills.

Music: The music department offers a performance-based co-curricular class in vocal and instrumental music. The Tri-Valley choir and band perform as a full group at concerts for our home audience, or participate in state contests as a full group, and break into small ensembles and soloists for the IHSA Solo and Ensemble contest. Both groups have extra-curricular ensembles that explore jazz performance in Jazz Choir and Jazz Band. Both have co-curricular ensembles that perform seasonal entertainment; Marching Band performs in the first nine weeks of the first semester, and the Madrigal Choir performs in the second nine weeks of the first semester. Both Band and Choir hone individual performance capabilities to increase the overall performance of the group. The Tri-Valley Music Department finished 3rd in Class C IHSA Sweepstakes competition in 2009.

Foreign Language (Spanish): Tri-Valley High School Spanish department offers an enrichment program at the middle school level for seventh and eighth grades. At the high school level, four years of Spanish are available for the students. Students work with the basics of Spanish grammar, with special attention focused on verb tenses. Language fluency, including reading, writing, listening and speaking skills, are developed through practice and with tapes, videos, and activities used to make classroom interaction meaningful. Students also build on their appreciation of Hispanic cultures and civilizations.

Business: The Business department has developed courses designed to prepare students for the challenges of life in the real world of business or technology. Courses include Intro to Business, Accounting I, Accounting II, Media Applications, and Desktop Publishing. Class instruction includes lecture, class discussions, research projects, portfolios, presentations, SmartBoard activities, simulations, and activities. The Desktop Publishing course is co-taught with the photography teacher in order to produce a quality yearbook. The courses provide students with the learning opportunities to acquire the skills and knowledge that will be needed in the real world upon completion of high school.

Agriculture: The goal of the Agriculture program is to further student and community understanding of the agricultural industry through science concepts. The program consists of two Agriculture instructors and an FFA advisor. Each student in an agriculture class is an FFA member and competes and participates in FFA events. Tri-Valley's program consists of Introduction to Agriculture, Pre-Vet, Introduction to Agriculture Business, Agribusiness Communications, Biological Science Applications in Agriculture, Horticulture and Landscaping, Advanced Horticulture and Landscaping, Agriculture Mechanization, and Agriculture Utilities. Agriculture and science concepts and skills developed in these classes through hands-on experiences. In addition, our students plan, manage, and operate a 30x60 production greenhouse facility.

Industrial Arts: The Tri-Valley Industrial Education Program offers the best of both worlds in a hands-on approach to the traditional "Shop Classes" as well as a higher level of technology in the Technology Lab. The class list includes but is not limited to Introduction to Industrial Technology, Welding/Metals, Wood Technology, Maintenance Technology, Technology Education I and Technology Education II. These courses blend knowledge and skills that can be used as a springboard to a career or just be useful to a homeowner, business owner or entrepreneur.

Physical Education/Health/Drivers Education: This program has taken an innovative approach to meeting the needs of students on an individual basis. Students are exposed to elements of strong mental and physical health and experience success through high expectations individually tailored to their specific mental and physical needs for personal well being. By incorporating technology and peer teaching with traditional educational experiences, students take ownership in their physical and mental health. Our students have the ability to take experiences gained at Tri-Valley and apply them outside the school environment, becoming life-long learners of health and wellness.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

Test assessment has encouraged the English department of Tri-Valley High School to revamp curriculum, instruction, and assessments to help reach all students. We have made sure our curriculum is aligned to state standards and have taken steps to ensure students' success as they progress through their high school career. The first step we took was eliminating our fundamental level classes and "raising the bar" for all students. In addition to the elimination of those classes, we created co-taught classes and provided lower-achieving students with the needed interventions to develop success in this new setting. To supplement the in-class instruction, we have assigned students who read below grade level to receive extra reading help as part of our home room programs. These students get extra practice in a much smaller setting so they can continue to build skills that will help them achieve grade-level ability. We have also continued to challenge the rest of the students by providing them opportunities to improve their reading and language skills through the English

curriculum and home room situations. We believe in the English department of Tri-Valley High School and have found a way to motivate and challenge all students regardless of their ability.

3. Additional Curriculum Area:

Our science curriculum has transformed significantly in the last five years. Our teachers worked to analyze curriculum and determined a need to affect change. After working to compare and contrast our offerings to current state standards, the decision was made to horizontally and vertically align and integrate a curriculum that provides greater opportunities and achievement for our students. Fundamental-level courses were eliminated to ensure that every student completed aligned content in the areas of biology and chemistry. To make certain that all student needs were met, classes were designed to be co-taught with certified special needs staff and teachers' aides when available. Students now thrive in an environment of increased rigor and advanced content. In addition, our science department has committed to offering Advanced Placement Biology, Chemistry, and Physics. Our students also have the opportunity to take upper level courses in Human Anatomy and Physiology, Biological Science Applications in Agriculture, Physics, and Earth and Space Science. All of these offerings take place after the successful completion of aligned core courses areas of Biology and Chemistry. We are very proud to offer such a rich and diverse curriculum in our small school setting. Our teachers have dedicated themselves to taking on increased curricular responsibility for the betterment of our students. This transformative approach has brought forth differentiated offerings and instruction while increasing overall rigor. It is exciting to report that Tri-Valley High School students have responded with increased achievement and motivation in Science. Most Tri-Valley students leave high school with four or five science credits compared to the state minimum requirement of two science credits per student.

4. Instructional Methods:

Tri-Valley High School has created an atmosphere of teachers helping students, students helping students, and students helping themselves regardless of perceived ability levels. In the classroom we have moved away from the fundamental-level classes to raise the level of education for all of our students. Many of the classes use a co-teaching model to help low-performing or special education students succeed. Outside of the classroom we have set up peer tutoring programs which help high-achieving students take pride in motivating and teaching lower-achieving students in the school, creating an atmosphere of collaboration and teamwork. We are also in the process of creating more independent study sections of Honors classes so students can push themselves to get the most out of their education and to provide them the flexibility in their class schedule to take all of the classes that will challenge them to be successful. Our overall goal as a school is to use instructional methods that reach and motivate students regardless of their ability to learn or their style of learning.

5. Professional Development:

Professional development programming at Tri-Valley High School over the last five years has focused on the general goals of improving curriculum, creating and maintaining a positive environment, and improving instructional technology use and function. Each of these goals is designed to support the larger goal of increasing overall student achievement. The work of our professional development team has created a culture of success through collective effort toward a unified vision.

All professional development activities begin through the analysis of student data. Our school improvement team, composed of our building principal and teachers from diverse curricular areas, meet to discuss student achievement results utilizing standardized test scores, Rti data, and stakeholder input. The school improvement team works collectively to analyze the success or failure of previous activities before setting the next school year's professional development plan. The team then works to create action plans in each of our three core areas of focus. The result is a shared model of leadership that creates a unified vision for

professional development, behaviors, and expectations. It is important to note that most professional development is created, implemented, and evaluated by our own staff members.

Specific examples of recent professional development activities include the following:

- The development of an online curriculum mapping initiative that resulted in every high school class being aligned to standards and mapped for public, student, and teacher access.
- Book studies aimed at promoting differentiated instruction with a focus on reaching low income students and diverse learners.
- On-site technology training to implement SmartBoards in every curricular area of our building while promoting the use of online models of student interaction and discussion. These sessions have resulted in online blogging for homework help and student/student and student/teacher interactions outside of regular school hours.
- Several team building activities for staff that promote wellness and a deeper understanding of each other and the collective culture of excellence we strive to attain.
- Several instances of collaboration of Tri-Valley High School teachers that have led to innovative changes in our approach to teaching and learning at Tri-Valley High School.

6. School Leadership:

Tri-Valley High School uses a leadership model in which the building principal works together with the school improvement team to create and promote the core "Viking Values." This model creates a positive atmosphere in all aspects of the school and provides a vision that not only raises student achievement in the school, but also improves the teachers' ability to motivate the students to be successful. The team and building principal work together each year on a school improvement plan, with a goal of finding ways to motivate and ensure each student reaches his or her full academic potential.

The leadership in the school has created an environment that is uplifting and rewarding for all of our students and faculty members. What really makes Tri-Valley High School a Blue Ribbon School is the feeling that has been fostered by our leadership that all of the students and faculty are working together to realize the vision created by our "Viking Values," and are sharing the successes that we attain. The positive culture that we have created allows teachers to take calculated risks to bring forth greater student achievement. Our entire building shares a responsibility of validating our "Viking Values" model. This shared responsibility holds every staff member accountable to one another for meeting our collective goals. The inherent checks and balances that have been created through our model of leadership have helped us to increase student achievement at Tri-Valley High School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 11 Test: Prairie State Achievement Exam (PSAE)

Edition/Publication Year: 2001-2009 Publisher: ACT/ISBE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meet or Exceed	76	72	66	59	60
Exceed	14	20	15	13	11
Number of students tested	81	81	68	65	84
Percent of total students tested	99	98	97	97	100
Number of students alternatively assessed	1	2	2	2	0
Percent of students alternatively assessed	1	2	3	3	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meet or Exceed					
Exceed					
Number of students tested					
2. African American Students					
Meet or Exceed					
Exceed					
Number of students tested					
3. Hispanic or Latino Students					
Meet or Exceed					
Exceed					
Number of students tested					
4. Special Education Students					
Meet or Exceed			30		17
Exceed			0		0
Number of students tested			10		12
5. Limited English Proficient Students					
Meet or Exceed					
Exceed					
Number of students tested					
6. Largest Other Subgroup					
Meet or Exceed					
Exceed					
Number of students tested					

Notes:

Total number of students in low income and IEP categories fell below 10 for columns not listed.

Subject: Reading

Grade: 11 Test: Prairie State Achievement Exam (PSAE)

Edition/Publication Year: 2001-2009 Publisher: ACT/ISBE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meet or Exceed	76	77	69	67	67
Exceed	18	16	18	20	14
Number of students tested	81	81	68	65	84
Percent of total students tested	99	98	97	97	100
Number of students alternatively assessed	1	2	2	2	0
Percent of students alternatively assessed	1	2	3	3	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meet or Exceed					
Exceed					
Number of students tested					
2. African American Students					
Meet or Exceed					
Exceed					
Number of students tested					
3. Hispanic or Latino Students					
Meet or Exceed					
Exceed					
Number of students tested					
4. Special Education Students					
Meet or Exceed			20		25
Exceed			0		0
Number of students tested			10		12
5. Limited English Proficient Students					
Meet or Exceed					
Exceed					
Number of students tested					
6. Largest Other Subgroup					
Meet or Exceed					
Exceed					
Number of students tested					

Notes:

Total number of students in low income and IEP categories fell below 10 for columns not listed.